GROUP DEVELOPMENT IN ORGANIZATIONS:
FROM THE OUTSIDE IN

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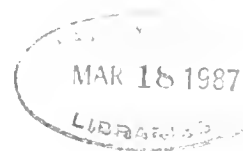
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ABSTRACT

This study examines the early developmental patterns of five matrix,
consulting teams. In contrast to earlier research this study tracks both
behaviors inside the teams and boundary behaviors aimed at modeling and
meeting the demands of the external task environment. The five teams
developed differently despite doing the same task, in the same
organization, at the same time. Furthermore, teams who followed a pattern
of external behaviors preceeding internal team building were higher
performers a year later.

Organizations often respond to environmental uncertainty by establishing structures that enable them to meet new demands and to channel activities in a new direction. Examples of such groups are matrix teams, coordinating committees, and new product teams. Whether permanent or temporary, they are composed of members with loyalties and commitments to other parts of the organization, not solely to the team; yet members must work as part of a group to create a product or produce a service vital to the organization. This paper reports on the early developmental patterns of five matrix teams and how these patterns relate to performance a year later.

Hundreds of studies of group development have been done (see Hare, 1973; Heinen & Jacobsen, 1976; Tuckman, 1965), but it is not clear that these group dynamics studies adequately address developmental issues in organizational task groups, which are the focus of this research. Most of these studies concur with Bennis & Shepard (1956) in postulating that group development requires the resolution of two major issues: authority and intimacy (how will leadership emerge and how close will we become?) Thus, the focus is on the interaction among group members. Organizational groups, however, are not closed systems but open systems that must interact with an external environment. Current developmental research has not systematically examined the evolution of transactions between the group and its organization and task environment. Indeed, many of the studies were set up to control for task and context.

This research examines the first four months of five matrix teams and attempts to revise development models by putting context back into the equation. It asks the question of how adaptation to the external environment complements the establishment of internal cohesion and coordination. It focuses the lens outward from the group's boundary and examines how groups develop in the organization, not how individuals develop in the group, e.g. how does the group meet its goals not how do individuals meet theirs.

GROUP DEVELOPMENT RESEARCH

This section begins with a review and critique of the group dynamics literature. This is followed by an examination of some group-level studies that provide insights on the role of boundary transactions and environmental adaptation in development. Finally, the section ends with a brief look at individual and organization level development models and what can be borrowed from them.

Group Dynamics Literature

Group dynamics models of development typically describe the sequential stages through which therapy groups, self-growth groups, laboratory groups, or natural groups mature (see Cartwright & Zander, 1968; Dunphy, 1964; Mann, 1967; Mills, 1964; Tuckman & Jensen, 1977). Generally, during the initial stage, the individual group member is concerned with his or her personal role within the group, as well as in becoming familiar with other group members. Following this orientation period some degree of conflict develops as group members confront the issues of which members exert power and will subsequently have control over the actions of the group. As these issues of power and control are resolved, members become able to agree on group norms and rules that define the operational structure through which the group can achieve its goals and/or complete its task. Heinen and Jacobsen (1976) in a review of the group development models concluded that the initial and final stages, orientation and work, are similar among the models, but that the number and nature of the middle stages vary.

Researchers have focused also on problem-solving phases (e.g. Bales and Strodtbeck (1951) observed phases of orientation, evaluation and control) and recursive models. Recursive models describe groups not as following a distinct set of stages but rather as showing the repeated use of particular themes over time. In a review of recursive models, Shambaugh (1978) postulated that groups fluctuate between patterns showing closeness and separateness. During periods of closeness, the group culture is established, while during periods of separateness group members carry on work-related tasks. Bion (1961) observed groups to go back and forth between work and three emotional states: dependency, fight-flight, and pairing.

Group dynamics studies typically call for observing a laboratory or training group, then coding interpersonal behavior according to a prespecified scheme, e.g., shows agreement or active, dominant, talks a lot, (see Bales, 1958, 1976). A stage is considered ended when the dominant type of behavior changes.

Yet it is questionable whether these findings can be generalized to on-going work teams. Evidence suggests that the nature and duration of stages is dependent upon the type of task (Hare, 1973). T-group tasks have an explicit focus on interpersonal issues, hence work is coded very differently than it would be in organizational task groups. Secondly, the group trainer abdicates the traditional leader role (Farrell, 1968) thereby creating, by design, issues of leadership and authority, which may not be present in teams with formal leaders. Thirdly, these groups are often isolated, their task does not require external interaction, hence external transactions and interaction with the environment are not monitored. Finally, Hirschhorm & Krantz (1978) have argued that the finite nature of the task is what accounts for the laboratory findings.

These limits to the generalizability of the group dynamics findings raise some new research questions. What role do authority and intimacy play in development when organization task work and cross-boundary behaviors are also considered? Are there issues of authority and intimacy between the group and its external "leaders" or task allocators as there are between the leader and group members? How does a formal leader influence developmental patterns? How do groups develop when the time frame shifts from several hours to several months or years?

Studies of R&D Project Teams

Studies of R&D project teams, although not explicitly examining group development, have contributed to our knowledge of boundary processes in groups. These studies have pointed out the importance of boundary roles and the transfer of information between the group and its organizational and task environment, in predicting group success (see Allen, 1984; Tushman, 1977,1979). For example, high performing R&D project groups show far greater communication with colleagues outside the group than low-performing teams do (Allen, 1984). In addition, Katz and Tushman (1979) illustrate the importance of boundary spanning individuals to handle interactions between the group and other parts of the laboratory and between the group and external constituencies, such as customers and suppliers. Gladstein and Caldwell (1985) hypothesize that the degree and type of boundary spanning activity needs to change over time in new product teams. When information and cooperation from other parts of the organization are needed, there must be considerable interaction across the boundary, but once a direction has been negotiated, the team needs to devote its efforts to the internal tasks at hand.

Groups that are interdependent with other parts of the organization and a task environment, must create and maintain external relationships. This view of the group as acting on, rather than reacting to, the external environment is a key contribution of this literature. But questions remain. When do external relations develop? Who carries them out? How do external interactions influence internal ones? Does the degree and type of activity change over time? How? In monitoring group development the degree, type, and timing of external activity must be monitored.

Sociological Studies

Sociological studies have helped to articulate behaviors that a group needs to meet external demands. Parson's (1960) described four functions necessary for social systems. The first two: integration and pattern maintenance represent the primary focus of the group dynamics perspective. Integration refers to coordination of efforts; hierarchy, workflow, and procedures, or in group terms norms and rules for coordination. Pattern maintenance refers to reducing tension in the system through the development of values and satisfaction of members. Minimized in our current models are the external functions: adaptation and goal attainment. Adaptation is the procurement and disposal of resources, and gaining environmental support. Goal attainment is the defining of goals and evaluation of progress toward those goals. The goals are not ones of efficiency and satisfaction within the group, but effectiveness and demonstration to the outside world that something has been accomplished (Lyden, 1975). From a developmental perspective the question becomes how does the group accomplish both internal and external functions? Are they done concurrently or does one proceed the other? With what effect?

Homans (1950) also considers the environment a key element in group development. The environment influences how groups initially set themselves up and provides feedback that the group accepts "only to the degree that fulfills its own conception of what is proper in its own terms." (Homans, 1950, p. 14).

Although the sociological literature does not address how this conception is initially formed in the group, a recent study by Bettenhausen and Murnighan (1985) may add to our understanding. They monitored nineteen decision-making groups from their inception. At the outset, the initial uncertainty posed by a new task leads members to search for behavioral scripts or anchors from their experiences in similar social settings. Depending upon the similarity of these schema, the group either tacitly agrees upon or negotiates a common basis for action. Groups continue along, members either reinforcing beliefs about appropriate action or overtly trying to move the group to their interpretation. Difficulties arise if group members exhibit similar behavior based on different schema, when latent conflict may develop.

This research asks what schema do group members bring to the group regarding internal versus external functions; how do we set ourselves up and how do we view the environment? Does group activity follow from early schema? Then how does the group react as that action produces feedback from the environment?

Models at other Levels of Analysis

Researchers studying development at other levels of analysis also have addressed the issues of schema development and the role of the environment in development. Although different levels of analysis may have different, non-transferable mechanisms that produce change, e.g. physiological change at the individual level, or increasing size at the organizational level, we may be able to benefit from their results. Individual and organization-level development theorists articulate stages of development similar to those in

group models, but for this research I will concentrate on models that examine the role of the environment in moving an entity from one stage to another.

One such model describes individual changes through stable-transformational shifts (Piaget, 1970; Levinson, 1978). Central to Piaget's concept is the belief that the child's development depends upon what the child contributes to an environment and what is learned in interaction with it (Hilgard & Bower, 1975). According to Piaget, knowledge from the environment is fit into or becomes a part of the child's existing schema or structures. It is not merely a passive perception, but adds to the background of previous experiences. This process is called assimilation. The complementary process of accommodation requires the child to change his or her schema somewhat to account for new external realities. Equilibration is the adjustment process of fitting external reality into existing structures (assimilation) and modifying that structure (accommodation). The child moves in stages through activity and experimentation with the environment.

Following this model, thinking and learning is accomplished through acting. Actions are translated into mental operations that increase the accuracy of the schema of the external world. Multiple experiences open up a more varied world, which can be approached with increased flexibility (Siegel, 1969). Task groups also need to produce an accurate schema of the external world in which they operate. Task assigners and evaluators of group output often are outside the group's boundaries. An understanding of the external task environment may be crucial for determining how the group should set itself up internally to meet external demands.

Katz (1982) supports this argument at the group level of analysis. In an examination of fifty project teams, he found a curvilinear relationship between performance and mean project tenure. The decline in performance over time was

due partially to the "tendency of group members to ignore and become increasingly isolated from sources that provide the most critical kinds of evaluation, information, and feedback" (p. 99). In other words, lower-performing groups cease to update their models of the external environment and performance declines.

In a study of eight temporary task forces Gersick (1983) found that groups responded to feedback and information from the environment only at certain periods of their life cycle. The group can be influenced at the first meeting when basic approaches to work are set up and at the transition point when groups are looking for feedback and input from the context to reformulate their understanding of external demands and how to meet those demands. In contrast, the two major phases of work activity (from the first meeting to the midpoint, and the midpoint to completion) are closed periods where the group is not likely to alter its basic direction.

Tushman and Romanelli (1985) study organizational development. Development is described as a series of evolutionary or convergent periods followed by revolutionary or reorientation periods. Two basic forces for revolution in the organization are sustained low performance and major changes in "competitive, technological, social, and legal conditions of the environment that render a prior strategic reorientation, regardless of its success, no longer effective." Countering these forces for revolution are internal and institutional pressures for incremental change and inertia. As in the individual development process, there is a pattern of incremental change but with an emphasis on working effectively within that schema or structure. This continues until environmental stimuli indicate either that the system is failing or that environmental change requires a different mapping of the environment and a different mode of dealing with it. The environment both

shapes internal schema and provides feedback that, if attended to, encourages accomodation or revolution. While assuming that phenomena at one level of analysis apply at another is dangerous, it is possible that the environment plays a similar role at the group level of analysis.

Implications for this Study The literatures suggest a framework for thinking about the development process (see Figure 1). The group is represented by a set of people with schema about how a group should behave, both with respect to its members and its environment. These schema somehow lead to action by the group, both internally and externally. This action produces feedback both from members and from the environment. Members either react to that feedback and change their behavior leading to a new stage of activity or they assimilate the feedback and continue on as before.

This study traces the development of five organizational groups, doing the same task at the same point in time. It tracks both internal and external behavior for the first four months of the groups' existence to determine if and how group's follow the predicted framework. It measures performance a year later to determine the consequences of development patterns.

METHODOLOGY

The research observes the five groups in their natural setting, using a multi-method approach to data collection. Observations, interviews, logs, internal memos and agendas, and questionnaires were all used at various times in an effort to piece together perceptions and behaviors of group members, the task assigner, and the consumers of the group's services. It is not easy to monitor organizational groups with part-time members, erratic meetings, where work is done in sub-groups or by individuals between meetings and both within

and outside of the organization. This is particularly true when the approach is an inductive one, as here. Within the broad categories of interpersonal relations, task work, and adaptation, the goal was to describe the developmental process and search for patterns. The strategy was to collect data from a broad base of sources to provide information about team functioning both within and between meetings, about what the teams actually did and what members perceived they were doing. The consequences of this breadth are holes in the data. There was a limit on how much team members could be asked, and would contribute, given demands on their time.

The Sample

The five teams were formed in December 1982 as part of a structural reorganization at a State Department of Education. Original organization was along functional lines, with consultants (e.g., reading specialist) reporting to one of six division heads in areas such as elementary, vocational, and special education. New regional teams were formed to deal with difficulties of coordination between divisions, to provide more uniform service across geographical areas, and to improve the reputation of the Department in the field. The teams were to act as generalists to diagnose, monitor, and serve the needs of their regions, and to improve interunit communication. The teams ranged in size from six to ten.

The new Department structure is a matrix design with consultants "reporting" to a functional unit head and to a team leader. Reporting is somewhat of a misnomer, for team members are at the same hierarchical level as leaders, leaders simply have more responsibility and receive a small stipend. The Vice Commissioner supervises the activities of the newly formed teams, while functional unit heads report to Division Heads who report to the Commissioner (see Figure 2 for an organization chart).

The teams consist of consultants from a variety of units, most of whom knew each other by sight but who had not worked together before the reorganization. In late December the entire organization met off-site. The Commissioner gave a supportive speech, and the employees who had helped to design the new organization put together skits to illustrate how the new organization would work. Since the charge to the teams was quite general, i.e. to diagnose and serve the needs of the regions, these employees also suggested specific, early team activities such as creating a profile of the region. And so the teams were created. Team members had to decide how to allocate their time between team and functional activities, with the round number of one day a week often mentioned as a base point.

There are several features that characterize these teams. Members must work interdependently to produce a service of importance to the organization. There is formal leadership within the team, and there are defined group boundaries. Members work for the team part-time. Teams are monitored and evaluated both by the Commissioner and Vice Commissioner and they are intended to serve the needs of an external constituency. The teams are a new part of the organization--they must learn to function with the other parts. Hence there are demands to accomplish a task, to manage interpersonal relations, and to positively influence individuals outside of the group.

Data Collection Instruments

Data were collected from a variety of sources in order to gather information about perceptions and behaviors in the realm of interpersonal relations, task behavior, and team-context interaction. In early January 1983, after the off-site meeting, team leaders were interviewed on their initial thoughts about the teams and how they would operate. In late February, a questionnaire was distributed to all team members to get a sense of early

perceptions of team activity and progress. Interviews were held in March and early May to determine if our profiles of the teams were accurate. Throughout the January to May time period, in response to our requests, team leaders sent us agendas, minutes, notes, and other written material originating in their teams. We (the researcher and an assistant) sat in on team meetings throughout this period and periodically (six times) dropped by the Department to ask key informants for news of group and organizational events. For a summary of data collected for each team see Table 1.

In addition, the researchers sat in on team leader meetings (seven) throughout this period, and met with the Commissioner and Vice Commissioner (two), who also supplied organization-level written materials about team functioning. Then, in January 1984, we met with the Commissioner and the head of personnel for evaluations of the teams a year later. At this time we had planned to survey superintendents in the five regions, but this was not permitted because the organization had just embarked on its own evaluation. The results of the Department survey of superintendents are included here.

Interviews. Formal, scheduled, open-ended interviews were held with team leaders and team members before and during the four months of investigation. The questions were fixed (see Appendix 1 for interview questions), and interviews lasted between one and two hours.

Questionnaire. A questionnaire was distributed to team leaders with copies for all team members. A return envelope was included along with a letter describing the purpose of the survey. Questions were taken from several sources (Hackman, 1980, Van de Ven and Ferry, 1978); they are available from the author.

Team Meeting Observation. Team meetings and team leader meetings were both observed. Notes were taken with no category scheme in mind. Instead the researchers followed an open-ended technique (see Hanlon, 1980) making notes in three columns; observations, interpretations and patterns. For instance, the observer puts in the first column as much as she can of what can be categorized as observed fact, e.g., John spoke uninterrupted for ten minutes about district e, Sam said, "I think we should rotate leadership," in a loud voice, looking directly at the team leader. This is followed by, but clearly separated from, interpretation of that observation, e.g., district e is becoming a focal point for regional activity, or there is some dissatisfaction with current leadership. Finally, the observer notes patterns based on repeated observations, e.g., the team approaches the region by concentrating on one district at a time in great depth, or here is another example of dissatisfaction. Behaviors that are recorded remain open to later interpretation.

RESULTS

Perhaps the most interesting finding of this research is that five teams developed very differently, despite doing the same task, in the same organization, at the same time. At the outset, all teams wanted to perform well, and all believed they had the people and resources to do that. They structured themselves differently to accomplish their task, however: leadership ranged from democratic to somewhat autocratic; meeting purposes differed; and the extent of interpersonal considerations varied as did the teams' approaches to the rest of the organization and the school districts. These differences appear to be related to performance a year later.

Plans and Expectations

A team is not a tabula rasa to be molded and enacted from the day of its inception. Instead each team has members and a leader who have plans and expectations for the team. These plans and expectations stem from schema or scripts (see Abelson, 1976; Taylor & Crocker, 1981) that help leaders to organize and make sense of new stimuli. That is, members enter with cognitive representations of objects, persons, events, and their interrelationships, formed from previous experiences, that help them to frame new situations. Here we examine the leaders' internal models, as communicated in initial interviews. Table 2 summarizes team leader views on resources, reservations about the teams, goals, structure, external interaction, and leadership. Leaders have been given the names Victor, Walter, Xena, Yurgen, and Zoro, representing teams V,W,X,Y, and Z.

Similarities: Loose Structure, Liaison Role, Limitless Enthusiasm. There were certain similarities among team leaders at the beginning: plans to have a loose structure, to have the leader play the liaison role to the other leaders and top management, and great enthusiasm for the team concept. The leaders all believed that initially the internal structure had to be loose due to the lack of clarity in the task. Most leaders voiced the opinion, however, that they would be the liaison to top management and other teams while team members would provide the link to functional units.

The greatest similarity among team leaders was their stated enthusiasm for the new team concept and for the resources in the form of people, and organization support (see resources row of Table 2). Perhaps more interesting were the caveats attached to this initial burst of enthusiasm (see reservations row of Table 2) because they foreshadow future patterns of behavior and reinforce the fact that while I was looking for similarities systematic differences kept appearing.

Victor appeared a bit tentative about the new design and appeared to want to protect himself from the responsibility of failure. Walter painted everything in an optimistic light, particularly the opportunities for visibility and recognition providing further support for the power theme. Xena was also optimistic that the team would be a success. Her only hesitation was her belief that it would take time for people to change from the old system. She exhibits concern for team member adjustment. Yurgen also voiced just a hint of hesitation, but he saw himself as able to meet the challenge. Zoro thought that both he and his people were looking forward to giving the new design a try. Zoro appeared to be more certain about success, he knew what the team had to do and the next step was to define how to get there.

Differences: Internal versus External Focus. One of the striking differences among the team leaders early on was their view of when and how to interact with their regions. Coinciding with the different approaches to team-context interaction were different proposed leadership styles and degrees of emphasis on internal activities (See Table 2; interaction, goals, and leadership rows).

Leaders' plans for external interaction can be characterized by three approaches that differ on several dimensions: level of interaction, or how much interaction with the field would occur; modeling technique, or how the group would go about modeling the external environment--either use information that members already had or go out into the field and seek new information; and finally type of interaction, or the degree to which group members passively collected information versus actively probing and testing ideas and plans with the external environment. Coinciding with the different approaches to the environment were different leadership styles ranging from facilitator to boundary spanner (see Table 3).

Type I: Internal Isolates. This pattern is characterized by an intention to have little interaction with the environment, modeling the environment using internal data, and a wait-and-see style of interaction with the environment. Coinciding with this internal focus is emphasis on a primary goal of team building and task definition and a facilitating leadership style. This pattern is demonstrated by Victor, who speaks about a primary goal of "opening communications", sharing experiences about the region with other group members, and "somewhere along the line" having a good deal of exchange with the region.

Type II: Internal-Passives. Walter and Xena illustrate a slightly different model of external/internal emphasis. Although they too believed that the environment could be modeled with internal information, they also wanted to have considerable interaction with the environment so that they become a familiar sight. Their interaction is passive in that they simply observe what is going on ("...I want to circulate, to be familiar, go to superintendent's meetings, and be introduced to improve our reputation"); they want to be known in the field but do not intend to initiate action until they have solidified as teams and determined priorities. Leadership is still viewed as a facilitator function. This type also shows an internal focus in that team building is important and that modeling of the region can be done in isolation (The plan will be developed "sharing the information and perspectives that we have...").

Type III: External-Actives. The third pattern of external/internal activity is illustrated by Yurgen and Zeno. These two leaders believed that there must be a high level of interaction with the environment, that external information must be brought in to update models of the external environment, and that active interaction with, not passive observation of, the environment is needed. Leadership is viewed as both a facilitator function and a boundary spanning function.

In contrast to other leaders, Yurgen and Zoro do not believe that members, even with their knowledge combined, know the region well enough ("We have been operating in our own sphere of activities, so even though I have knowledge of every district up there I've been looking at it from one point of view. We all need to broaden our perspective"). Furthermore their approach has more of a marketing thrust rather than simply being visible (we need to "sell ourselves to these people: this is what we can bring you; tell us what your needs are and we will design something to address them...."). Their view of internal activities, team interaction, people, and leadership seems to follow from the basic goal of learning how to serve the region. Both plan to take on more of an external leadership role rather than solely an internal facilitator role.

From Conception to Reality: Is the Vision Realized?

Like the best-laid plans of mice and men, events do not always unfold as we would like, and we have limited control over the behavior of others. Nonetheless, we can try to determine how well the early behavior of the regional teams conformed to the visions of the leaders. Questionnaire data, interview data, archival data, and observation notes were combined to follow the development of the teams for the next five months.

Team Similarities

Questionnaire results obtained in February corroborated the leader's initial impressions that their teams had the appropriate skills and abilities (see Table 4, resources). All team members rated themselves as having the appropriate skills, abilities, and knowledge to do the tasks required. The V team had the lowest score and the X team had the highest, indicating some small differences in that high range. Team members also shared the perception that

they expected to be effective. Scores followed a similar pattern with the V team having the lowest score, and the X team having the highest, but all team means above the midpoint of the scale.

Table four also reports on the structure of the teams. With respect to the structure of the task through the use of roles, goals, rules, and mechanisms for coordination, all scores were low, scarcely getting above the middle of the scale. Respondents often left this part of the quesionnaire blank, leaving notes that it was too early in the life of the team to evaluate the structure. Clearly at this early point the teams are not highly structured, as most leaders had planned. However, teams and team leaders are meeting regularly and the W, X and Y teams report having an easier time coordinating member effort than the V and Z teams do.

External Interaction

One of the greatest differences between team leader projections about the future was the expected amount and type of interaction with the field. Victor had not planned much interaction early on. Walter and Xena planned a lot for the sake of visibility. Regiional profiles for these three teams would come from information that team members already had, or that could be obtained in the Department. Conversely, Yurgen and Zoro planned to revise their knowledge of the region through interaction with the field. They wanted to diagnose the needs of the region and "sell" their services as a means to meet those needs. In addition to relations with the regions, all of the team leaders visualized themselves to be the primary liaison to other team leaders and to the Commissioner and Vice Commissioner. Just how these external relationships evolved is the subject of the next two sections.

Interaction With the Regions. The quantatative data provide some
indication of the state of external relations. The questionnaire data
collected in February indicates team member responses to the question of how
hard it is to predict the needs of our regions, while the log data speaks to
the actual frequency of visits to the regions at a later point in time. It
appears that the V team has a hard time early on figuring out the needs of its
region and is making fewer visits to the region than any other team. W follows
this pattern but to a somewhat smaller extent. The X,Y, and Z teams all show a
greater perceived ability to predict regional needs and more contact with the
regions, although the Y team is a little behind the others. The qualatative
data provide more detail about attitudes and behaviors with the regions.

Interviews with members of Victor's team indicate that interaction with the
regions were a problem. Several months into the new design a member reported
that there were few requests from the schools and so the team members had not
gone to visit schools. Some members had gone to Superintendnt meetings, but
just to listen not to exchange ideas. Echoeing the results from the
quantatative data the W team members also reported low levels of interaction.
In March members report interaction around finding out about Promising
Practices but little else. The rationale for this was that the superintendents
already knew the department. By May, however, there was some frustration
because "The field is waiting and we're waiting to be told what to do out
there."

In contrast to teams V and W, yet consistent with the quantative data, Xena
was actively involved going out in the districts. Xena and various team
members met with Superintendnts and went to their meetings. There was some
involvement with an elementary school project as early as February. Here again
team members questioned the value of going to Superintendent meetings since

they addressed district agendas and therefore were not obviously helpful in putting together a service plan. Nonetheless, this team was more active in going out into the field than the previous teams were, and Xena met her goal of visibility.

The Y and Z teams showed the greatest amound of involvement with the regions. At the April team leader meeting in which each team leader reported on progress to date Yurgen reported great progress on Promising Practices and work on a school evaluation project that could result in an intervention the whole organization could participate in. In addition team members reported that throughout the first four months of the team's existence they were to inform Yurgen of troubling or interesting events in the district. He was reported to show initiatiion vis-a-vis the region such as bringing the whole team to a district to describe a program.

At the same "show and tell" session Zoro talked about superintendent meetings, about events in the region and about activities that his members were involved with in the region. He was in the process of putting together a communication network. By this time he was frequently on the telephone with the "noisiest people in the district, so at least some of them think we're marvelous" reported one of the team members in an interview. Future plans included having one member per district as an information node, a fulfillment of his earlier vision.

These data indicate that the amount of interaction with the field closely approximates team leader plans. Furthermore, teams that indicated that they understood the needs of the regions early on were also the ones who spent more time in the field later. The internal isolate team, V, shows the least amount of interaction and understanding. The external actives, Y and Z, appeared to be the most active in actual projects and close to the pulse of current

problems and issues in the field. The external passives, W and X, appeared to be split, with W more like an internal isolate and X more like an external active.

Interaction with the Commissioner's Office The team leaders' decision to act as liaisons to other teams and the Commissioner's office was decided at an informal team leader meeting that Walter set up when the team leaders were first chosen. These meetings were forbidden when the Vice Commissioner (V.C.) found out that such meetings were taking place without him.

This initial incident between the teams and top management foreshadowed general conflict over who controls what the teams do, as well as a specific theme of conflict and power plays between Walter and the V.C. Walter had wanted the team leaders to act as a kind of support group to one another and he resented the intrusion from above. Yurgen on the other hand was worried that this conflict between Walter and the V.C. would interfere with future team leader meetings. Thus, early on leaders were involved in liaison activities, showing different approaches towards the Commissioner's office

There were signs of ambivalence on both the side of the Commissioner and the side of the teams with respect to team autonomy. Early on the Commissioner was clear that he liked the new design and wanted it to work, he wanted the teams to be independent and to serve the regions according to plans they generated, or so he said. Still he was unsure. What if they all do different things? I'm not sure they know how to interact.

So the teams begin. They want to meet alone, but are told they cannot do so. They generate some ideas but are told that there should be a unified intervention. So they go off by themselves to plan one. The Commissioner then is afraid they aren't doing anything so he designs organization-wide projects such as Promising Practices designed to collect the best school practices in

each district and distribute them throughout the state. Groups complain of interference, yet some get used to direction and cease to act without word from the C.O. This back-and-forth between who's in charge, the team leaders or the Vice Commissioner or the Commissioner is never resolved.

The team's respond differently. Table 4 reports the mean scores from the February survey for questions relating to the interaction between the teams and the rest of the organization. The V and X teams have the lowest scores, indicating they have a harder time determining management's expectations, making team goals congruent with the organization's, and communicating ideas and problems to other parts of the organization. The W, Y and Z teams have higher ratings on these dimensions, while the Y and Z teams also indicate a higher degree of communication with the Commissioner's office.

The V team has a very negative view of the Commissioner and organizational red tape. As this team falls apart, members have the excuse that they could not do anything anyway, the Commissioner would not allow it. Victor tried to support the Commissioner and his ideas, but was also heard complaining that meetings with the V.C. were a waste of time. One has to wonder if this negative response wasis not a deflection of anger from inside the team. At the April "show and tell" meeting Victor told of his difficulty in getting group commitment. The Commissioner heard that Victor was having problems and asked if he could help. Victor may have been trying to deflect some of the responsibility for failure onto someone else.

The W team, following Walter's lead, never gets over its anger at not getting the power it is supposed to have. Fighting for that power took up a lot of time and energy and the frustration begins to gnaw at Walter. Walter chaired the first two team leader meetings (with the Vice Commissioner). He confronted the Vice Commissioner numerous times throughout these and other

meetings e.g. "How did this deadline get established when we weren't asked about it?" These questions were constant and stated in a loud voice. The conflict between the V.C. and Walter over leadership in the team leader group and over the relative power of team leaders in organizational decision making persisted through May when observation ended. Apparently Walter's statement, "We're adults and want to solve our own problems..." is a theme that Walter carried throughout his tenure as team leader. Walter and his team also exhibit some anger toward the Commissioner, they also do not like doing "mindless tasks" that accomplish nothing.

Although Xena was more like an external active in terms of interaction with the district, she played a very minor role in interactions inside of the organization. She was quiet at team leader meetings and missed several of them. Yet when we leave in May, Xena and her team are still waiting for direction, she also is angry at the intrusion of the Commissioner in the teams affairs, but wants to be told what to do.

Both Yurgen and Zoro took up active roles in communicating to, and shaping the ideas of, the Commissioner and Vice Commissioner, and in presenting active profiles of their teams. When the Commissioner formulated the Promising Practices idea, rather than complaining or resisting Yurgen reported the idea to his team telling them that he will take their feedback directly to the Commissioner. Yurgen earned himself a good reputation with the other team leaders and the C.O. through demonstrated competence. Yurgen chaired the third team leader meeting and the leaders were clear that this was their most effective meeting. Yurgen kept to the agenda while having people participate. Zoro also took command. When the Commissioner did not schedule an organization-wide day for team meetings, Zoro pushed the team leaders to take charge themselves, an idea he planned to discuss with the Commissioner. At the

April "show and tell" both Yurgen and Zoro presented positive renditions of all of their work in the field, thus presenting a positive image of success to the other team leaders and to the C.O.

Internal Functioning

Table 4 reports the mean scores for questions relating to internal, interpersonal relations. Although patterns are hard to discern, it appears that the V team is the most dissatisfied and the least cohesive, and that it has not built up a set of norms of open communication among members, the key goal of this team's leader. The X team, shows the highest ratings with respect to satisfaction, cohesiveness, lack of strain, and meeting individual needs, and relatively high scores with respect to creating an environment with open communications among members. The W, Y and Z teams generally fall between the other two groups with moderate scores on open communications and member outcomes.

The V team was perhaps the hardest to follow. For the first several meetings there was almost no advanced notice, no agendas, and no minutes. The one meeting in March that the researchers knew about was canceled due to poor attendance, so only one meeting in May was observed.

Victor's major goal had been to create effective internal communications, sharing experiences, collecting information and struggling with the nebulous goals that had been handed down to the teams. Unfortunately, Victor had problems realizing these goals from the start. The themes of poor coordination, poorly run meetings, and low levels of satisfaction were reported from early on in the team's development and continued through the four months of data collection. This team actually resorted to writing memos among themselves. One person wrote an angry memo that nothing gets done in meetings; he got no response. Victor sent a memo in April expressing complaint and

disgust about poor attendance at meetings. He wanted members to notify him in writing if they could not attend a meeting.

These internal difficulties were observed at the May meeting, at which point members appeared ready to mutiny. Victor asked about a project but no one could respond because they hadn't read the report in the team folder. Finally, a team member spoke up about the lack of communication in the team. Many people started to complain. The meeting ended with some discussion of getting an outside facilitator. One member suggested rotating leadership at meetings. Part of the difficulty with this group is that Victor acted as an information giver, he seemed unable to elicit discussion about the information or to involve people in task planning.

Both the W and X teams planned to be internal passives and placed team building as a high priority. The results indicate that these teams did become well-structured, contented groups with facilitative leaders, whose only complaint was that they were not doing enough in the field.

Both groups spent a fair amount of meeting time in information dissemination from the team leader meetings, although members did not object to this the way that Victor's members did. Perhaps this was because both Walter and Xena encouraged discussion of the information and joint decision making. Meetings also included discussion of Promising Practices plans, and discussion of district profiles where directions from Walter were, "come prepared to share everything you know about the districts of the day." Xena's team also exchanged information about functional unit activities. Both team leaders allowed for discussion of team member concerns, and Walter even had a formal, "The W Region: Where Do We Go Next?" Both teams had agendas; and Xena's had minutes that were distributed.

During team meetings observers noted that Walter was lively and enthusiastic. An interpretation by the observer was that "they work together as a team, they listen to one another but feel free to disagree...." Although both teams stressed open discussion and disagreement, observers also noted that one or two members of each group appeared to dominate several meeting discussions.

Both teams were rated highly by members from early on. The following reaction is from an interviewee in Walter's group but is almost interchangeable with many of the comments from Xena's team, "We're a good regional team. We have a good leader, we have good people, we do our homework, we have information about our region....meetings are a strength, we're a cohesive team and Walter is a very good leader. He's democratic, tolerant of opposition, brings us exactly what he gets and handles people well."

The Y and Z teams showed slightly different patterns. Team meeting notes indicate that both teams spend the bulk of their time sharing information about school districts, specifically what is currently going on in them, and information about Promising Practices. Both team leaders appear to be much less consensus oriented than the other team leaders and more directive.

Early on in February several members noted that internal communications were a problem in the Y team; members had been missing meetings and often did not know what other members were doing. Observation of a meeting late in February appeared to show some improvement. Yurgen asked for a discussion of what members sensed to be common needs in the region. After a lengthy discussion with many people participating, one member expressed the feeling that the kind of sharing in the meeting was valuable, especially hearing everyone's perspective. An issue early on was that Yurgen often communicated one-on-one with team members between meetings rather than to everyone in the

meetings. Yurgen often would stop by between meetings and inquire about what had been learned about the region, even if contact came through functional unit contact. One interviewee described Yurgen's style as a "chairman style" that enables the team to take initiative. "He gets requests from the field or generates ideas and asks a particular individual to do a piece of the work. That gets people involved. Once he had the whole team go to a district to explain a program-that was initiation on our part. We're beginning to be more like a team."

Zoro also was not a consensus leader, although Zoro told his team that attendance at meetings was important and he expected them to be there. Meetings appeared to be problem solving sessions; what aspects of the organization are hampering our work and what can be done about it, how can we help this district to deal with this problem? Observations showed that Zoro tended to control meetings by moving people from topic to topic and presenting plans that had already been made. He asked a lot of questions and did most of the talking in team meetings. Although he allowed members to vent anger at organizational red tape, Zoro tried to control the mood of the group through planning, activity, and praise of team achievements. Between meetings Zoro also was active. One interviewee noted "he makes a determination of what is needed and tries to get the right person to do it. He's a strong leader who knows the steps and therefore should be followed".

Outcomes

In February of 1984 I returned to the Department for some effectiveness ratings. I asked the Commissioner and the head of personnel to comment on how well the teams were doing, and to rank order the teams based on their performance. No dimensions were specified for evaluation, the intent being to determine the dimensions that these evaluators used in their organizational

roles. At this time the Department was conducting its own evaluation of the new matrix and they had distributed questionnaires to randomly selected school districts within each region.

The Commissioner told me that the team concept was finally taking hold, although it had taken a long time. Both the Commissioner and the personnel manager gave me the same rank ordering of teams, in separate interviews, except for the rating of the top two teams, which was reversed. Neither respondent thought that the intervals between teams were even.

Both rated the V team way below all the others. Its performance was seen as "the classic case of what not to do." The V team was characterized as reactive rather than proactive and as the only failing team. The W team was next to the bottom. It had suffered high turnover. In addition, the Commissioner commented that the team had deferred to one of its members who had strong field experience. This turned out to be a mistake for the information received this way was not always accurate. Walter apparently grew very frustrated with the limitations of his role, abdicated leadership, and eventually resigned as leader. The X team had the next highest rating. Its members were seen as happy and committed, and they satisfied many of the local superintendents. But the Commissioner reported that they had not done a damn thing, they were just happy to be with each other. The team met with superintendents who didn't understand why they were meeting.

The two highest ranking teams were the Y and Z teams, both of which were rated quite superior to the other teams. The Commissioner rated Z the top, while the head of personnel rated Y the top. The Y team was thought to have done a "super job." Yurgen was good at "developing the team and he stretches their abilities. He has in-depth knowledge of the schools, and his school evaluations were a prototype for the rest of the organization." The Z team was

also seen as having done great work. This team did some school evaluations and "told the truth, which made some people angry. But they did a thorough job with a good end result. The team also assigned people to districts, so there is one person to contact. This has really made a difference."

These findings were not corroborated by the survey the Department gave to the superintendents. Although there are problems with the questionnaire, table 4 reports superintendent responses. Results indicate that the superintendents in the V region did not seem to be able to see improved service, they often could not get their needs met. In contrast, all the other teams were viewed as continuing the same level of service as the year before, or more effective service, with the Z region showing the most improvement. The region served by the X team indicated that it can always get the help it needs from the department.

Clearly these "customers" may want something very different from what the Commissioner wants the teams to give them, and from what the teams themselves want to offer. Nonetheless, these data were collected and fed into the organization and hence are part of the story about the teams.

DISCUSSION

The five-team study offers an opportunity to reexamine our current models of group development. Several research questions were raised at the start of this paper: How closely do groups develop following team leader schema? How do boundary relations evolve in groups? How do internal and external demands both get handled over time in groups? What role does the organizational context play in group development? The data allow me to make some attempts at answering these questions.

Early pattern setting. One of the more surprising findings in this
research was the speed at which patterns formed in groups and the large extent
to which group behavior followed leader plans. Teams set up meeting patterns,
leadership styles, and ways of dealing with the external environment that,
after some small early adjustments, appeared to remain constant throughout the
early period. Despite the similarities of task, organization, and time of
start-up, these early patterns varied depending on the leader's plans. Teams
V,W, and X all placed a higher priority and spent more time on team building
activities. W and X were more concensus oriented, and more participative than
teams Y and Z which adopted more chairman-like styles of leadership and more
directed team meetings. Team V, the internal passive, had the least interaction
with, and understanding of , the organizational and external environment. Team
W and X, the internal actives, modelled their regions placing a heavy emphasis
on prior team member knowledge. Both teams were more active externally than the
V team, although the W team focused that activity inside the organization and
the X team focused it outside in the regions. The Y and Z teams, the external
actives, encouraged team members to seek new information from the field, not to
use only existing knowledge. These teams did not simply observe regional
activities, they interacted more with the regions, tested out new ideas and
ways of serving the regions, and even did experimental interventions to see
what the reaction would be. These behaviors correspond closely to team leader
plans.

Furthermore, these early patterns appeared to remain intact for some time.
Even in the face of negative feedback from the environment, as in the case of
Victor's problems, early patterns appeared difficult to change. The log data
from September, and the performance evaluations in February of the following
year show evidence of inital patterns remaining.

In an era when the impact of leadership is being questioned, these data show it to be an important link to process and performance. The implications of this are clear: leader selection and/or training is critical in the design of this kind of team. Training is needed not just in skill building, but also in bringing leader schema to the foreground and molding them to more clearly reflect task demands. If the team must interact with and serve external constituencies, methods of how to model and meet the needs of the external environment need to be learned.

Reaching out. Clearly one set of decisions a team makes is the extent to which it understands the world outside its borders and the way in which members will improve that understanding. These five teams either tried to buffer themselves from the environment, to be visible in that environment, or to actively seek to interact and revise their models of the environment. This latter tendency epitomizes the epigram of one of Piaget's followers, "Penser, c'est operer," or to think is to operate (Hilgard & Bower, 1975). Active experimentation is thought to improve knowledge of means-ends relationships. That is, if the team does this, what will the result be? The team can accommodate to the more extensive, changing world. If that external world happens to be a consumer of services, then use of the consumer in testing and contributing to product or service development is well-known (see Von Hipple, 1982).

It appears dangerous for groups to assume knowledge of the external task environment and the demands of the task allocators. This knowledge may well be incorrect, yet if stated in a persuasive way with no external information to refute it, it may well be adopted as the group model (as seen in groups W and X). The implication is that for teams that are dependent on external entities for evaluation, for providing input or accepting output, there ought to be time

spent scanning the environment and testing out whether what the group thinks the other party wants is indeed what it wants.

Perhaps the most revolutionary implication of this research is the notion that traditional team building is not the way to best build a team that is resource dependent on other parts of the organization. In contrast to traditional team building models this research suggests that experimentation and mapping of the external environment ought to preceed priority setting, goal definition, and even getting to know team members. From this external perspective early activities are aimed at answering the questions: Who provides input to the group, who "buys" the group output, who evaluates the group, and what do these people want and expect from the group? Then active interaction and testing of action ideas with the environment follows to assure accurate schema development. Only then, or during this process are goals articulated and team culture built. Only then can roles be assigned based on demonstrated competence at the task rather than claims of competency or verbal acumen. Hence the first roles to be filled in a group may be scout, ambassador, and coordinator not meeting manager and facilitator (see Gladstein & Cladwell, 1985).

The opening of the group's boundaries by sending people out to create an accurate mapping of the environment appears to have some negative consequences. It may take these groups longer to form a cohesive team with effective problem-solving capabilities. On the other hand, these teams appear to come together later, with cohesion based on affirmative interaction with the environment rather than an ability to get along and understand one another. Clearly, some amount of cohesion and structure are necessary to enable a group to interact with, and test assumptions about, its environment. The teams in this study rely on active, "chairman" style leadership to accomplish this.

Thus, if we were to go back and predict performance using traditional group variables, it would seem clear that teams W and X, would be prime candidates. From early on their leaders are participative and members are actively engaged in debate and decision making. Members rate their satisfaction high early on and meetings are regular and well organized. Instead, performance is highest in teams Y and Z. These teams have more directive leadership, their members appear more satisfied with how they are going about doing their task, rather than with one another. The Y and Z teams are more proactive in seeking out the needs of the region and selling their services. They are not satisfied with current schema that members have about the region, they go out and update those schema through interaction with the environment. These teams also have greater communication with the Commissioner early on, project more of an image of work in the region during team leader meetings, and report an easier time determining management's expectations.

This link between, and timing of, internal and external activities is intriguing. Optimizing one may limit the other. In resource dependent groups it appears more effective in the long run to optimize external activities first, even is there is a short-term cost to internal cohesion. Further research is needed to test this proposition.

The Environment Responds. Thus far a team has been viewed as an entity reflecting the vision of its leader and deciding how to engage the task environment and task allocator. However, the interaction is more complex. The environment reacts to the group and initiates action that the group must then respond to. Groups respond in an idiosyncratic fashion reflecting internal differences. The interaction between the group and its environment has patterns similar to that between the members and the group itself.

The themes of authority and intimacy appear to play an important role in group-environment relations as well as individual-group relations. Issues of who's in charge here, how close do we become, and who's the favored one are played out at yet another level of analysis. Power struggles exist between teams and task allocators, e.g. can we meet alone, and make our own decisions. Temas form a link among themselves to become closer, but the V team becomes a kind of scapegoat. Thus, team member-group struggles occur at a level embedded in group-organization struggles, that may still be embedded in a larger struggle.

The external environment plays yet another role; that of echo chamber. News of the teams, how well they're doing, what they're doing, etc. gets fed into the rest of the organization and amplified. When the V team's troubles are told to the team leaders and the Vice Commissioner they are also being told to the Commissioner and other members of the functional units. If they were in bad shape before they are surely in trouble now because they have trouble and a reputation. When the Y team's plan is used as a model for school evaluation, and the Z team is congratulated on telling the truth to the superintendents even if the news is not good, this is a signal that these teams are on the right track. The news itself reinforces this image making it easier for them to continue on the right track. Thus, the environment changes the whispers it hears into roars, underlining the importance of profile management in teams. Teams have to manage the information and images they send out because these are the images they will see reflected around them.

Although these teams are somewhat unique they do represent a form of organizational group, with part-time members, external task allocators and evaluators, and external demands that need to be addressed for high performance. This research suggests that to understand these kinds of teams

developmental research needs to go back to Parsons (1960) and monitor both internal and external relations and how those two interact. The research suggests that teams that start off by actively modeling and testing ideas in the external environment before internal team building may be higher performers in the long run. Furthermore, teams that monitor and manage their external profiles face fewer pressures from the external organizational world that is mirroring back the image that the group presents to it. Future research will have to test these propositions. Our view of development clearly needs to shift from an emphasis on individuals finding an identity and degree of power in the group to one of groups finding an identity and degree of power in the organizational and task environment.

The data used in this analysis suffer from low response rates, missing data, and poorly worded questionnaires. Nonetheless, the analysis demonstrates the benefits of using both quantatative and qualative data, of monitoring both within-group and external behaviors, and of both keeping track of group meetings, and group member interactions between meetings.

In essence this research suggests that we have been studying group development as if it were a play. Group members are characters and we are trying to model their relationships across three acts. But what we have been watching is really a play within a play within a play. The group is in an organization in a task environment. Each level shapes the one below and is, in turn, shaped by it. As researchers we may learn more about the play if we get the rest of the story.

1   Bion and the Tavistock School have <u>not</u> neglected external activity. Intergroup and community exercises are a major part of Tavistock theory and training. Similarly Group Dynamics researchers have studied intergroup conflict and the impact of different reward structures on group process and performance. Nonetheless, these external behaviors and influences have not been fed into developmental models and hence are not addressed here.

Figure 1: Framework of Group Development
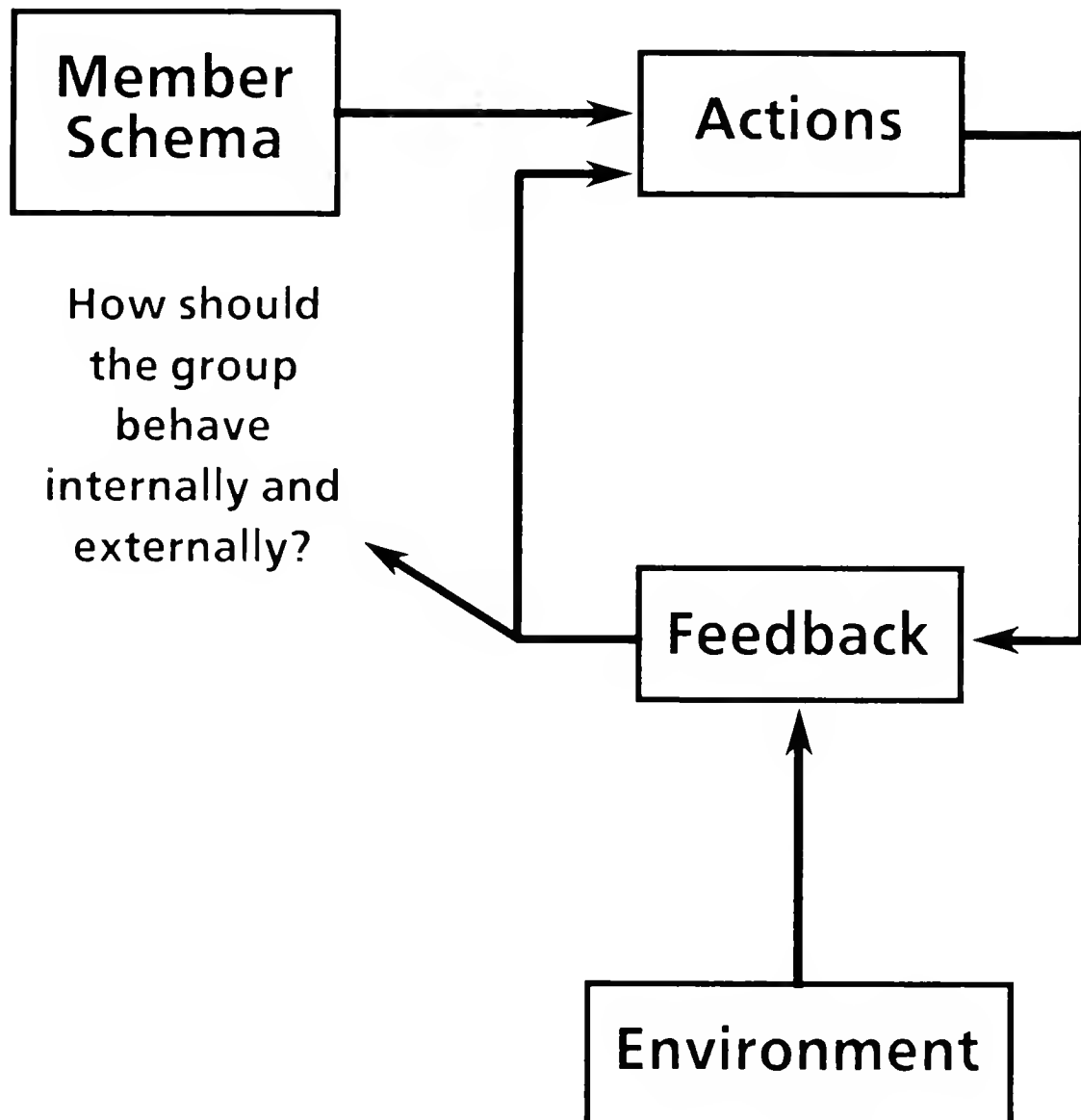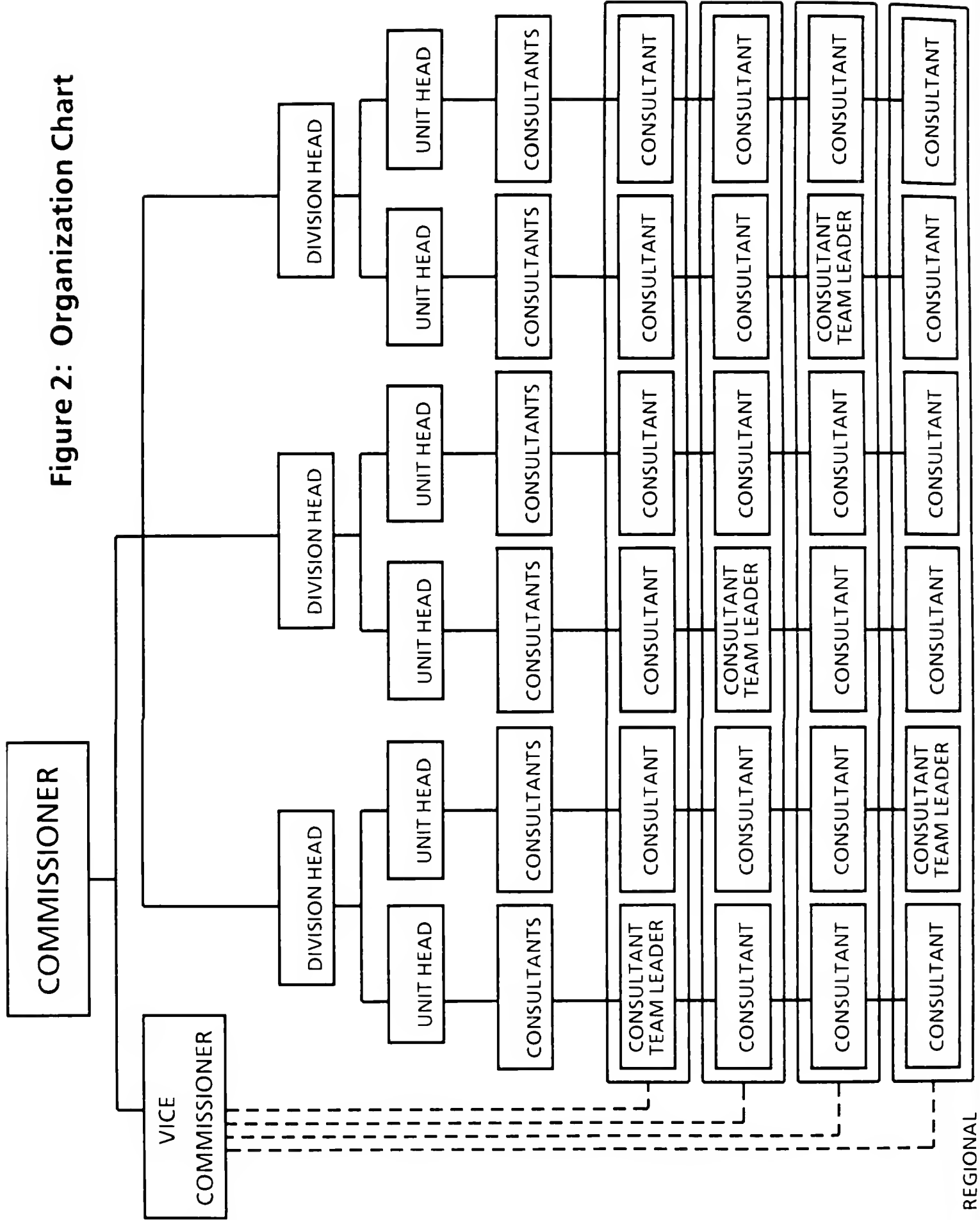
Figure 2: Organization Chart

TABLE 1 SUMMARY OF DATA COLLECTED FOR EACH TEAM

TEAM	V	W	X	Y	Z
INITIAL INTERVIEW- LEADER	1	1	1	1	1
INTERVIEW-TEAM MEMBERS	2	1	2	1	1
MEETING NOTES (we took)	1	3	3	2	3
MEMOS (to team or CO)		3	2		
AGENDAS	1	4	6		1
LEADER NOTES	1	1	1	1	1
MINUTES	1	1		2	
TELEPHONE CONVERSATIONS	1				
QUESTIONNAIRES	1	3	7	3	3
N =	10	7	7	6	6

TABLE 2: INTERVIEW DATA ON TEAM LEADER INITIAL SCHEMA AND PLANS FOR THEIR TEAMS

	TEAM V	TEAM W	TEAM X	TEAM Y	TEAM Z
RESOURCES	Quality people, Styles compatible. Good structure.	Good people. Strong people with ideas. We'll get things done - get recognized and get ahead.	Good people. Plenty of support, cooperation, resources.	People - they are capable of relating well to the field and we can overcome the skepticism.	People looking forward to giving it a try. Team is committed to the new organization design.
RESERVATIONS	Not clear how it will really work, purpose not clearly defined - I can live with that but I want it clearly understood that this is the case.	New organization means forming new power base- others may resent my new power.	It will take time for people to change - people are used to the current structure. People are hesitant about their new roles.	Many things to do and it's always a challenge to find time to attend each one. Good idea if we can manage it properly. "I think we can."	Can we move people from their vertical position to being generalists. Change will come through participation with the team. Some just may take longer than others. I know what has to be done, now let's define how we are going to get there.
STRUCTURE	Won't really know what it's going to be until later.	Loose - No meeting to get to know each other, we had a brown bag lunch. I'll give problems to the group and we'll determine how to solve them.	No structure. Let things be flexible, not overpowering, and we'll see how people feel.	I'm looking for people to fill in some of the gaps in my own capacity. We need to find out how we can effectively use everybody. We have to see.	Something like adopt a district. Each person becomes an expert in one district.
GOALS	Foster sensitivity to communicating, opening communications. Achieve this through verbally rewarding communications. Struggle with this nebulous goal - struggle with the	Develop a team understanding of what we're about, the matrix concept. Make then comfortable wearing those shoes, comfortable working with each other. Then it will depend on the regions - we won't hit those that	No goals yet.	I think the first requirement of a team is to become fairly familiar with the region to which they have been assigned.	First one is clear - communication in-house and out of house. The third thing is to make us generalists. We have become a team and I think that as a result of the Z team getting

TABLE 2: INTERVIEW DATA ON TEAM LEADER INITIAL SCHEMA AND PLANS FOR THEIR TEAMS

	TEAM V	TEAM W	TEAM X	TEAM Y	TEAM Z
GOALS (cont.)	mechanisms of how we are going to function.	that are most hurt - but go after major needs that many have.			to know a region we will get a chance to interact with other members. We want to get to know our regions and we want them to get to know us, so that the idea of a team is not just a term, but a reality
LEADERSHIP	I'll be laid back and let people work as opposed to being authoritarian and directive. I'll be a facilitator and supportive. Greatest task is to keep up enthusiasm of group.	Facilitate, coordinate, inform, smooth. My job is to get the job done within the region - member's job is to understand matrix and work within it and to function as a smooth operating group.	A cohesive force to keep the team together. Quiet and conservative, behind the scenes, not impressing but facilitating.	I probably have the prime responsibility of selling this concept to the local leadership, superintendents, principals, what have you. Everyone has got to be involved, but I have the most direction.	If someone isn't with us, they are working against us. I'm a coordinator of information. I would like to be aware of everything that goes on in my region. I see my role as deciding what information is important, what information should go out. I want to make information available to members too, but not overburdening them. I see myself as a buffer. I'm the hub of a bicycle tire, not the big wheel. In the group, I'm a facilitator - put the piecework together and make a blanket.

TABLE 2: INTERVIEW DATA ON TEAM LEADER INITIAL SCHEMA AND PLANS FOR THEIR TEAMS

	TEAM V	TEAM W	TEAM X	TEAM Y	TEAM Z
INTERACTION with DISTRICTS	We need to build our understanding of each other and the districts that we're working in - share our experiences and gather some information about the needs or perceived needs in our territory. Gathering some information, talking about it, digesting it and deciding if it's important or not. At first we may have to sift through some very unimportant information until we get a feeling for the kinds of things that are important. Somewhere along the line we are going to need a lot of input and a lot of exchange of information back and forth between the department and the local level - We'll want them to know about school approval long before we implement it.	Develop a regional profile, sharing information that we have - the information and perspectives that we have about each of the districts and putting that together and synthesizing it so that we know what our region looks like. Be visible - let them know we're here - but stay away from crises dropped in our laps - Develop our priorities and let them know what we do.	Go "gently" into the field. We want to be a unit that can help. We need a project to go in, if there isn't one we'll do inhouse projects. Try and visit all the superintendents, and visit all the schools. Find out about their unique styles. Take a different member of the team out each time. I want to be able to say that I've been in every building in my region, I want to circulate, to be familiar, go to superintendents meetings and introduced to improve my reputation. People should feel comfortable calling us and getting help.	I think it's going to take a major effort to gain credibility and the methods used are going to have to be tailored to each district. The first task is to get them to express their needs for services. Sell yourself to these people - this is what we can bring to you, tell us what your needs are and we will design something to address those - if we don't do this, we lose our customers. We have each been operating in our own sphere of activities, so even though I have knowledge of every district up there - I have been looking at it from one point of view. We all need to broaden our perspective and see what they see their needs to be.	We definitely need to go to the districts and talk to teachers, principals, administrators, and board people and say to them - are things different now? Are things better? Are you being serviced better over the total educational picture. We ought to be more visible. We want to find out their needs and develop strategies to meet those needs We are going to attend the regional superintendent's meetings. Then we will visit superintendents in their home districts and talk to the leadership. We'll establish key personnel and set up communications channels.

TABLE 2: INTERVIEW DATA ON TEAM LEADER INITIAL SCHEMA AND PLANS FOR THEIR TEAMS

INTERACTION	TEAM V	TEAM W	TEAM X	TEAM Y	TEAM Z
with UNITS	None with units, each member is liaison to units.	Haven't given it much thought.	Need more interaction between units.		
with COMMISSIONER'S OFFICE		I'll carry news to the Vice Commissioner and the Commissioner. At the risk of pulling a power play, inter-action with the team and the CO is through me. Some trouble with the Vice Commissioner. We had a team leader meeting without her. She found out and made it clear no meetings without her. I felt we're adults and want to solve our own problems - not someone with here's a procedure thou shalt utilize.	I will go to the Vice Commissioner for direction.		I think that now we'll have more com-munication with the Commissioner and Vice Commissioner and I'll share it with my team. I'm the liaison to the CO.

TABLE 3: DIFFERENCES AMONG LEADER PLANS AND EXPECTATIONS

Plans

	V Team	W Team	X Team	Y Team	Z Team
Initial level of interaction with environment	low	med	high	high	high
Source of information to model the environment	internal	internal	internal	external	external
Type of interaction with environment	inform	be visible	be visible	interact/sell	interact/sell
Leadership	Facilitator	Facilitator	Facilitator	Sell concept to region	Facilitator/ Boundary Spanner/ Information Node
Themes	I am not fully responsible	Power and Recognition	Member feelings and letting the region know we're here	I need to control and attend to new things	Get moving and get there

TABLE 4. THE REST OF THE STORY: HOW TEAMS DEVELOPED IN TERMS OF RESOURCES, STRUCTURE, INTERNAL FUNCTIONING, EXTERNAL RELATIONS AND PERFORMANCE.

	V	W	X	Y	Z
RESOURCE:					
QUESTIONNAIRE – FEB					
The team does not have the appropriate skills, abilities, and knowledge to do the tasks required. (R)*	3.0	3.8	4.5	3.5	4.0
You expect your team to be effective.*	3.0	3.3	4.3	4.0	3.0
STRUCTURE:					
QUESTIONNAIRE – FEB					
GOAL CLARITY (scale)	1.0	2.2	1.7	2.0	...
ROLE CLARITY (scale)	1.5	2.0	1.3	1.5	1.0
Roles and procedures precisely specify how work activities are to be coordinated and controlled in your team.	1.0	2.7	3.0	1.5	1.0
Coordination among members of our work is a problem. (R)	2.0	3.3	2.5	3.5	1.

*Based on a scale from 1=very inaccurate to 5 very accurate

R=Revised Scoring

	V	W	X	Y	Z
TEAM ATTRIBUTES					
Our work group, there is an overall sense of working toward objectives of common.	2.0	4.1	4.0	3.0	3.7
Team members find ways of showing each other they are important as individuals.	2.0	3.4	3.5	3.0	3.5
Members of our work team share their special knowledge with one another so that everyone learns new things as we work together.	2.0	3.0	5.0	3.5	4.0
Creative (scale) -- plan how to work together and devise new solutions to novel problems.	1.5	3.4	4.2	3.2	2.3
All team members have influence in major decisions that must be by the team.	1.0	4.0	4.5	3.0	2.5
# of meetings	Supposed to be monthly but miss several.	Start meeting once per week but change to every 2 weeks.	Start meeting every two weeks but change to monthly.	monthly	monthly

INTERACTION WITH COMMISSIONER'S OFFICE	V	W	X	Y	Z
It is often hard to figure out just what management expects in terms of our teams performance.	1.0	1.7	1.0	3.0	3.0
Team goals are congruent with organizational goals.	2.0	3.5	3.0	3.7	3.7
The ideas and concerns of our team are communicated to higher levels in the organization.	2.0	3.2	2.5	3.0	4.0
The ideas and concerns of our team are communicated to other teams.	2.0	3.4	2.0	3.0	3.0
Please indicate the extent of communication your team has had with the Commissioner's Office.	1.0	1.5	1.5	2.0	3.0

	V	W	X	Y	Z
INTERACTION WITH THE DISTRICTS					
QUESTIONNAIRE-FEB					
It is hard to predict the needs of our region (1=strongly agree to 5=strongly disagree).	1.0	2.8	4.0	3.5	4.3
LOG - SEPT - NOV					
Number of Visits to Local Schools					
1 Visit	1	2	5	7	8
2/3 Visits	1	1	1	1	3
4 or More Visits	—	1	4	1	2
OUTCOMES					
QUESTIONNAIRE-FEBRUARY					
Group members are satisfied with being a member of the team.	2.0	3.2	4.5	3.0	3.3
You are working under a great deal of strain during team work. (R)	3.0	2.6	5.0	2.0	4.0
There is little cohesiveness of group spirit in our team. (R)	2.0	3.2	3.5	3.0	2.7

	V	W	X	Y	Z
OUTCOMES CONTINUED					
The team is effective at meeting individual group member needs.	2.0	3.2	4.0	3.0	3.?
SUPERINTENDENT RATINGS OF EFFECTIVENESS*					
How effectively have Department Consultants met your needs compared to last year?					
More Effectively	10	29	29	29	44
About the Same	70	71	71	71	56
Less Effectively	20	--	--	--	--
To what extent can you get the help you need from the department? [1=always, 5=never]					
1-2	27	71	100	70	80
3	27	--		30	10
4-5	46	29			10

*Ratings in Percentage Form

	V	W	X	Y	Z
QUESTION #2	February	February	February	February	February
	Strengths - We got to know other people in the department and learned about things we never knew before.	Strengths - Team member abilities, respect for other members, we care about each other and we're developing a sense of team spirit.	Strengths - Talented experienced members, strong desire to be successful and willingness to work together and support each other.	Strengths - Good will, willingness to try.	Strengths - strong commitment to helping the schools and a strong team focus.
	Weaknesses - We are together at meetings and then we don't do anything outside of meetings. Until someone gives me a task, this is going to be a second priority.	Weaknesses - Too little communication of problems upward in the organization, no sense of direction of priorities.	Weaknesses - Lack of specific mission and little experience working together.	Weaknesses - Lack of internal communication. Meetings winding and school service losing in fight for time.	Weaknesses - Team resistance to the concept but it take time to find ourselves and sort out duties.
COURSE EVALUATION					
Customer Rankings	5	4	3	2	1
Team of IEW Rankings	5	4	3	1	2

APPENDIX 1 - TEAM LEADER INTERVIEW QUESTIONS

Team Leader Interviews were held in early January. The questions
asked were as follows:

How would you evaluate the new organization?

What are its major strengths? Weaknesses?

What concerns do you have about the new
organization?

What do you think is the purpose of the
regional teams?

What goals, if any, does your team have?

Have you thought at all about how you will
achieve those goals?

Has the team considered any kind of structure
to organize activities?

How do you think your role as leader will differ
from the other members in the team?

What do you think your style of leadership will be?

What activities, if any, do you plan for the team
in the first few weeks?

Although the team has just been formed, can you
give me some initial impressions of the members?

Do you plan to have any interactions with individuals
or groups outside your team, e.g., in other parts
of the organization or the region? If so, what type?

Date Due BASEMENT

Lib-26-67